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much as the education of the young is a conscious activity of adults, the internalization of norms and ideal patterns involves the manipulation of sanctions. What is sanctioned in childhood is the kind of behaviour required in adult life, plus a range of permitted behaviour, tolerated in youth, which diminishes as the individual grows older. So, secondly, we should be able to find within the field of education *a model of the kind of sanctions which circumscribe adult behaviour. I.e.*, if shame is a dominant sanction in adult life, it would not be surprising to find parents and other educators shaming the recalcitrant child and, at an earlier stage, ensuring that the individual will become sensitive to shame.

Thirdly, it is possible to view education as *authority in action*. It is important to know who educates, and what kinds of authority are exercised during the educative process. In a relatively stable society, we should expect some continuity between these kinds of authority and the kinds of authority used in the workaday and political activities of adults.

There are five stages in the Orokaiva life cycle. The last two—adult person (*embo*, or female *pamone*) and aged adult (*embo evovo* or *pamone evovo*) need not concern us here. It is necessary, however, to consider the first three: the baby (*meni orosati*), the little child (*meni isapa*) and the big boy or girl (*meni dombo*), in some detail, and then to examine the initiation ceremony which marks the transition from *meni dombo* to adult *embo* or *pamone*.

Orokaiva Childhood

An Orokaiva baby, from birth to the time he can walk, is known as *meni orosati*. He lives in a string bag which his mother carries wherever she goes. As the mother jogs along to the gardens, the pliant string bag is pulled taut by the baby's weight, and the characteristic pre-natal position is induced. When she gets to the gardens, she puts the string bag on some leaves on the ground, or hangs it from the branch of a tree, and goes about her digging and weeding. If the baby cries, demonstrating that he is hungry, she will come over to him, take him out of the string bag, and sit down on the ground to feed him. She pushes her nipple into his mouth, continues talking to the other woman, and apparently forgets the baby until he relaxes against her in sleep. Then she puts the baby back into the string bag. If the baby should cry when he is obviously not hungry, the mother gives him no more attention that a single enquiring glance, but if he continues to show signs of pain or sickness she consults one of the old women about him. This is done casually, whenever she happens to meet one of the old women; it is not judged to be urgent. By our standards, the Orokaiva mother seems to take very little interest in her baby. He is a nuisance because he hampers her movements. She fondles him very rarely, and frequently she leaves him for short periods in the care of older siblings.

My information concerning the Orokaiva attitude towards teething (which occurs well before weaning) is fragmentary. As soon as their teeth begin to appear, children are given solid foods to chew. The few babies I saw biting their mothers' breasts during nursing were quickly cuffed and scolded. One mother giggled, as the